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The Mission Study Class

BY T. H. P. SAILER

The Mission Study Class

A Contribution

By T. H. P. SAILER, Ph. D.

Or ministry, let us give ourselves to our ministry; or he that teacheth, to his teaching.—*Rom. 12: 7*

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Contents

PAGE

WHAT DO WE NEED TO AROUSE A PERMANENT INTEREST IN MISSIONS? 5

METHODS OF ORGANIZATION: 10

Qualifications of leader 11

Substitutes for leader 12

Choosing a course 13

Preparation of leader 16

The time of meeting 21

Organization meeting 23

METHODS OF TEACHING: 25

The ends of teaching 26

Principles of teaching 27

The teacher's preparation 29

Assigning lessons 30

How to study 32

THE CLASS SESSION: 35

The objects of the session:

To arouse interest 35

To study the state of the member's mind and supply its needs 39

To study the members' methods of work and supply their needs 45

To train in expression and use 46

To inspire to action 50

Features of the session 51

Accessories 56

DIFFICULTIES: 58

Preface

THE study of foreign missions is a matter that is occupying an increasingly prominent place in the minds of Christian workers to-day. An ever stronger emphasis is being laid upon it at conventions and conferences. What has been written on the subject, however, is quite fragmentary. There is good reason for this, since not more than two or three individuals have as yet had wide enough experience to venture upon authoritative generalizations, and these few have been too hard-pressed with work to write at length. The following pages lay no claim to present a thorough treatment. The experience on which they are based has been confined exclusively to mission study classes in the University of Pennsylvania and among young people's societies in Philadelphia. In other sections of the country, and especially in the rural districts, conditions are undoubtedly very different. But though circumstances alter cases, they do not alter principles and aims, so it is upon these latter that the emphasis has been laid. In discussing the principles of teaching, the following books have been freely used and will be consulted with great benefit by those wishing to pursue the subject further: White, The Art of Teaching, pp. 1-159; and Elements of Pedagogy, pp. 133-215; Trumbull, Teaching and Teachers, pp. 103-238 (popular in style); Roark, Method in Education, pp. 1-95; Hinsdale, The Art of Study, chapters 1-11, 16-17; Thring, Theory and Practice of Teaching; Fitch, The Art of Questioning (pamphlet); Collar, Advice to an Inexperienced Teacher of History (article in G. Stanley Hall's Methods of Teaching History);

Bourne, The Teaching of History and Civics, chapters 9-11.

What has been written is intended for consultation and study, rather than for consecutive reading. Hence the fullness of treatment and the introduction from time to time of the same topic under different heads. The difference of view-point seemed to justify such repetition.

The type of mind assumed for the reader is that of one who is desirous of promoting the cause of mission study, and who is interested in the solution of its problems. Such a person will not be dissatisfied if the standard set seems one to be striven towards rather than likely to be realized. On the one hand, certain popular institutions have accustomed us to the glib and slipshod in instruction; on the other, most of our constituency have not the time, the training or the facilities for education of a high order. That in spite of these temptations to relax, we may do work adapted to its aim and good in quality, whatever be its grade, is the object of this pamphlet.

T. H. P. S.

June, 1902.

What do we Need to Arouse a Permanent Interest in Missions?

In the first place, we need a real study of Missions. Missionary meetings are held at too infrequent intervals, they are not well adapted to systematic instruction, and they call forth the effort and exercise the faculties of only a few. It is testimony to their failure to leave permanent impressions that it is so seldom thought necessary that the subject of a meeting shall take any cognizance of that of the preceding meeting. Valuable as they are, they need supplementing just as surely as the devotional meeting needs the supplement of individual Bible study. We want something to call forth the assimilative powers of each one. Desultory reading fades quickly from the mind. There must be system in presentation, if impressions are to be conserved. A reading circle may arouse interest, but fails to provide work. Only study will enable us to gain any idea of the greatness of the work and its problems, and to hold what we gain for future use. Individual study is our aim. But to stimulate and direct such study, a class is of great assistance, especially in the elementary grades. Trained investigators can work best alone, though even they feel the benefit of discussion, but the bulk of humanity require frequent contact with others engaged in like pursuits, to quicken their enthusiasm, to broaden and strengthen their ideas by listening to others and expressing their own thoughts, and to receive guidance in further pursuing their tasks.

The class is not an end in itself. We do not study to promote a class, but organize a class to promote study. When a class becomes a substitute for study,

it has failed in its chief aim. While, however, the study class as it at present exists by no means fulfills our ideal, it is to it that the great increase of mission study in the last few years is due. It has fostered and secured a large amount of individual work. It has provided definite subjects, different phases of which are taken up in successive meetings, has given the members something to prepare for each session, brought them together for discussion, and suggested outside reading bearing on the course. Those who have tried it under favorable circumstances, are convinced that it is by far the best method employed for spreading a thorough knowledge of missions.

Perhaps its main danger has been that of becoming too stereotyped in its ideals. In a field in which we encounter conditions so varied as those of the Christian Church of to-day, we need a deal of grading, and along this line something has already been done. Variations of opportunity should be recognized, as well as grades of maturity. Besides courses and classes for children, our text books and methods should take into account that many are prepared to do only very elementary work on account of lack of mental training, and of helps in the way of reference books. Yet here is a territory that will repay diligent exploitation. Little groups that meet for discussion and mutual help, poorly equipped and without competent leaders, may yet develop very substantial results, and should be encouraged and assisted in every possible way. For these we need specially prepared courses, full suggestions as to methods of conducting them, and personal contact by correspondence. In some quarters such plans have been followed with good results. There is a place for classes intended to diffuse a general interest, occupying a position midway between the study class proper and the missionary meeting, and held

with a view of sifting out material for more thorough work in the future. Semi-lecture courses may also be very valuable in preparing a community, and may serve to incite individuals to study where for any reason a class could not be organized. Both the last named methods are excellent feeders. The ideal study class should have a leader well posted on the subject and on teaching methods; it should have access to a good missionary reference library; it should be composed of members who have the time and ability to do real study; it should meet at least once a week for a whole evening; it should concentrate on one subject for an entire season. If there have been such classes hitherto, they have been very exceptional, but the ideal is by no means an impracticable one. Between it and the lowest grade, varying circumstances have produced many types. Such types should be inductively classified, and courses devised especially adapted to their needs. The few courses at present available, though some of them are admirable, have been drawn up with a much larger average in view, and are therefore to some extent misfits. This pamphlet has been written with the conviction that the helps up to date have been too meagre and too much from the average standpoint. In all such questions as to methods, we have much to learn both as to variety and thoroughness from our secular educational system.

A double need will always exist, an enlargement of the constituency,—increase in quantity,—and more careful adaptation of means to the end all along the line,—increase in quality. There seems but one way by which these requirements can be met, by an increase of the number of those at present working at the problem. We need many who will make it their business to agitate the matter in their church and district, until some beginning, however modest,

is made. Much ground has not yet been covered by any organized effort, and it will probably long remain uncultivated unless individuals willing to take the lead arise on the spot. The good work already done by denominational committees and those of the young people's societies in certain centres, is only an earnest of what might be accomplished. The same may be said of the tours of the summer campaigners, of the Yale Band, and of others. Conferences on every scale, from those of a few churches in a district to interdenominational gatherings, are becoming more frequent in response to the demand, but have only begun to lay the proper emphasis on mission study. In addition to these *extensive* agencies, we need many who will patiently study the problems until prepared to make some contribution to the quality of the work, local or general. They must study the subject of missions in order that the ideas of it which are diffused may not be superficial. The importance of the end surely justifies much labor. They must study the make-up of those they wish to reach, and upon this base their search after the most effective methods of bringing the subject home. This question of adaptation is of cardinal importance. The tendency is so strong to follow the lines of least resistance, and merely "get over" a subject, instead of taking the time and pains to see that those under our care are really getting something out of it. In other words, we need trained teachers. This is a post of the greatest strategic importance and needs to be strongly fortified. The excellent quality of instruction that has been produced in many cases in Bible study, ought to lead us to believe that even depending as we must on voluntary effort, we can find the necessary material. The difficulty is to secure its development. This has heretofore been the principal weakness in mis-

sion study. We have been hoping for results through means that gave us no right to expect them. Let us recognize that however much pioneer work by untrained workers should be encouraged, leading a mission study class is a work that is splendidly worth doing well, that to do it well requires a certain amount of native ability, thorough preparation, and thoughtful practice, and that in a great number of cases classes are being conducted with only slight results where a little intelligent training on the part of the teacher would manifold the value of the product. For some teachers it will be sufficient to call attention to points needing development, for others full suggestions will be necessary. The books mentioned in the preface will furnish many helpful hints, and should be widely used. Conferences for teachers should be organized, and a properly conducted normal class would be a great blessing. When it is realized how much care good teaching requires, and at the same time what an increase of benefit follows rightly directed care, a great step will have been taken towards the solution of the mission study problem.

Methods of Organization

While it is well to have high ideals as to the constituency of a class and quality of work done, it is also well to be content with modest beginnings rather than to fail to start at all. There is, as has been said, great need of pioneer work in communities where the system has not yet been tried, and future success is often best attained by experiments on a small scale at first. Given a single person who is convinced of the importance of such a class and is willing to make some sacrifice to secure it; given two or three others who feel their need and are willing to promise study and attendance;—a class is practicable. The originator should find out enough about the matter to be able to lay some definite suggestions before the others. When a few of those most interested have been secured, it will be well to formulate plans with reference to them primarily before attempting to enlarge the circle. Many classes are wrecked because they try to accommodate themselves to too large a constituency at the outset. Those who are really in earnest deserve to be considered first, even if it be decided later to invite others to the class sessions. Quality is better than size, especially in a first attempt. If more than ten or twelve persons wish to join a class, it would be better in most cases to divide and have two or more classes. Some people seem to think that a study class has no chance of success unless it can secure membership on a large scale. The first move they make is to spread wide their nets in the endeavor to enroll an entire Society, or even an entire congregation. Very few are they who can profitably handle so many, and then only by a semi-

lecture method. With a leader duly qualified, a crowd may perhaps be held, but the method itself should be considered only as a preparation to the more efficient and permanent work of teaching, in which individual exercise and training have a prominent place. If only one leader is available, it will probably yield better results in the long run if the study class be limited to the size indicated above, and any others interested be admitted merely as listeners, for whom the leader has no responsibility.

Qualifications of Leader

The matter should be agitated some months in advance, if possible, so as to give the one chosen as leader plenty of time for preparation. This suggests the real *crux* of study class work,—securing a good leader. The necessary qualifications are: (1) a deep conviction of the importance of the work; (2) teaching ability; (3) time for preparation. These are absolutely essential. They may not all be present in high degree. But so much of the first is necessary as will lead a man to prepare carefully and prayerfully, to conduct the sessions with earnestness, and to expect definite results. Nothing can be more demoralizing to a class than a careless or unenthusiastic leader. As to teaching ability, a man must understand that education is not a process of pouring in, but of drawing out. He must study the class and see that they are getting something out of the course, and this he can do only by having the members take part freely. He must be able to sustain interest. Finally he must have time not only to go over each lesson carefully, but to make plans for leading the session most profitably. There are other qualities in a leader which are desirable, but only these are essential. A large amount of previous information on the subject will be a great help if wisely used, but is

not necessary. Personal magnetism and popularity are valuable assets, but should not be given preference over the three points named. Especially avoid inviting to lead a class pastors or other prominent persons in a church or community without considering carefully their qualifications. However wide their knowledge of missions, if they do not take hold of the matter with real earnestness, if they do not know how to teach, or if they are too busy to prepare, it is almost certain that they will wreck the class.

An ideal leader is hard to find. The one chosen may possess very obvious deficiencies, but if he have only a slight measure of the essentials, he may yet succeed. In many instances it will be well to appoint one or two others to constitute together with the leader a committee of management. The class should have a secretary, who should also act as whip to secure regular attendance. For more than one reason, the leader should be relieved of responsibility for this. If the leader should be a stranger to the class, some one with judgment should be appointed with whom he can confer as to the proper assignment of work, and from whom he can learn any individual peculiarities of the members.

Substitutes for Leader

It may be that no one is available for leader who meets the requirements. Sooner than run the risk of choosing one who may kill the class and hurt the cause which it represents,—(1) appoint a small committee, who shall divide the work and lead in turn. Each may lead a session in turn, or each may take a part of a single session. The nature of the course may largely determine this. This does not mean that the one appointed to lead should do all the work, but only that he should be responsible for the conduct

of his part, securing by the assignment of papers beforehand and by questioning in the class as much co-operation from the other members as possible. In many communities, the chief obstacle in securing a leader is diffidence, no one being willing to accept the entire responsibility. By this plan, the burden is divided and experience quickly shows the most available candidates for future leadership. It is important that those on the committee should work in consultation and with equal thoroughness, but not necessarily with the same methods. Unless some are markedly below the average, the variety in methods of leading will probably be one of the attractive features of this plan. (2) In small classes, the committee mentioned above may include all the members. In this case, it will be best to have a chairman who shall assign to each his share, but who shall have no further duty but that of leading when his turn comes.

If all the members could be depended upon to work with equal intelligence and care, this plan would be an ideal one, but in practice it will probably be found inferior to that of having a single capable leader.

The plan of dispensing with leaders altogether and merely meeting for discussion after separate study is less likely to be profitable.

Choosing a Course

For beginners there are many advantages in specially prepared text-books on mission study. Those of the Student Volunteer Movement deserve first mention. These have been drawn up with the college Sophomore as the average of the constituency in view, but have been successfully adapted to much more elementary grades. In those treating of countries, the physical, historical, social and religious as-

pects are first compactly presented, before the specifically missionary questions are discussed. Lists of reference books, and in most cases analytical outlines, add greatly to their value for class work. The countries treated are India, China, Japan, South America and Africa, the first being best adapted for beginners, though its bibliography now needs supplementing. There are also biographical courses, and of these "Knights of the Labarum," is perhaps the best book yet on the market with which to break ground. In eight successive lessons four great mission fields, four lines of work, four types of men are treated. The movement has also used in its courses several books not originally written for the purpose, such as Mott's "Evangelization of the World," and Lawrence's "Introduction to the Study of Foreign Missions." Full particulars may be obtained from the headquarters of the Movement, 3 West Twenty-ninth street, New York City. These text books are sold in paper as well as in cloth binding, the average price being twenty-five and forty cents respectively. The Movement has prepared printed slips containing suggestions for leaders for each session which many will find of great help.

A committee representing the United Women's Boards of the United States and Canada, has planned a course of study to cover six years. The first volume to appear is "Via Christi," by Miss L. M. Hodgkins, tracing the course of missions from apostolic times to the beginning of the nineteenth century. Lists of books, tables of noteworthy dates, suggested topics for further study, and striking quotations from contemporaries add much to its value for class work. Price, thirty cents in paper, and fifty cents in cloth. Mrs. C. A. Mason is writing the second volume on India.

The United Society of Christian Endeavor has

joined with the Epworth League in projecting a series of text books on missions adapted for more elementary grades than those of the Student Volunteer Movement. The first to appear is "The Price of Africa," by S. Earl Taylor, containing sketches of African missionaries. This series will undoubtedly meet a long felt want.

With an experienced leader and a mature class, two or more text books might be profitably used as affording a broader view of the subject, or text book might be altogether dispensed with, and its place taken by a list of references. Such schemes are not for beginners. While the present state of information on missions tempts us to cover as much ground as possible in the effort to fill in the yawning gaps of ignorance, more permanent impressions would in most cases be secured by concentrating on a limited field. The work for women in India, Chinese education in its relation to Missions, or the problem of native helpers, are any of them enough to engage our attention for the eight or ten sessions which we usually devote to a study course. India or China in eight lessons each is all very well for an outline sketch, but not much is apt to remain in the mind unless parts of these outlines be retraced with a deeply-biting stylus. The head master of Roxbury Latin School said some years ago, that he found three hours a week for a year too short a time for Greek and Roman History alone. What shall be thought of those who calmly propose to masticate and digest the Empire of China in one hour a week for two months? It seems like writing on sand, and yet it represents a material advance in thoroughness over past methods.

We plan what we should like, and end by taking what we can get. In most cases the study class in its present scope is all that is now practicable. The

preceding sentences have been written not with any lack of enthusiasm for the existing institution, but only to emphasize the fact that it should be considered but a stepping stone to better things. Decide what is needed in each case. If interest has yet to be aroused and the foundations have yet to be laid, the general sketch is a necessary preliminary. If you wish convertible assets, knowledge for use, stake a small claim and plow deep. This is an altogether different thing from advising advanced grade work for elementary grade of students. Find out what class of work your members can undertake, and then outline only so much as you can go over thoroughly in the time at your disposal. There is very slight probability that this advice will be taken. Some demon seems to impel us to bite off more than we can swallow, under the plea that we shall thereby get a greater amount of nutrition. All courses so far published offer more than the average class can learn in the time usually given.

Preparation of Leader

After the leader has been chosen and the course decided upon, it is very desirable that several weeks should yet remain before the sessions in order that he may be able to get a grasp of the subject. No matter how much time is at his disposal, it will seem insufficient. The qualifications demanded by the secular schools and the college for effective work on such topics would require many months of preparation. Be it clearly understood that such higher standards are mentioned from time to time with no idea that they can be realized in mission study, save in exceptional cases, but only by way of hitching our wagon to a star. It is earnestly hoped that no one who is honestly doing his best will withdraw because advice is here given that he cannot hope to carry out.

But it seems better to present a high ideal rather than an average probability.

Let the prospective leader first read the text book through carefully in order to get a general idea of the course. On a second reading, note how it can best be divided, keeping in mind the capabilities of the class you expect to teach, whether anything should be omitted or added, where to concentrate preparation, what sub-topics may be profitably assigned to certain members for advance preparation. All this will be subject to revision after further study. Note how to divide the time available for general preparation, so that all of it will not be spent on the first few chapters. It is obvious that the leader is at a great disadvantage if unable to secure a copy of the text-book before the time when the sessions begin.

Now begin collateral reading. If the text-book contains a bibliography, use this as a basis. Try to find out which are the best books for your work, and know these well, rather than skim the entire list. Tastes differ, however, and it is well to glance over whatever books are accessible on the chance that it may not have occurred to others to mention what is most suited to your need.

With most leaders, the problem is not so much what books to read as how to get books at all. Public, church and private libraries may yield an inadequate supply, even when vigorously ransacked. Some libraries may be willing to purchase books needed by the class, if properly approached. In addition to the denominational missionary magazines, which will of course be looked up, the *Missionary Review of the World* will be found of great value. If the leader can afford to buy a few of the best books on the course, it will be very advantageous for him to do so, as he will then feel free to mark and lend them.

Books must be had, so if other means fail, it is strongly recommended that the class be asked to contribute to a small fund, with the understanding that the books afterwards become the property of the local society. Encyclopædias, secular magazine articles and even newspaper clippings will be a help. One or two members might be asked to start a scrap-book of the last named, as soon as the course is decided upon. Much of the interest and value of the work will depend upon the amount and quality of the material introduced additional to the text-book.

Let the leader read first for a comprehensive knowledge of the subject. To quote from W. C. Collar's article in Hall's "Methods of Studying and Teaching History," "Such, then, are some of the conditions under which you must work. A consciousness of inadequate preparation, insufficient time, and pupils without historical training. The situation is not exhilarating, but neither is it without hope. Certainly it is of the utmost importance first to appreciate clearly under what limitations one must work, and then to conceive definitely the kind and amount of work to be done. To supply your own lack of knowledge and training will be the slow task of years; but nothing is so satisfying and stimulating as the consciousness of progress. This is the one of the conditions enumerated that it lies in your own power to change, and you may be sure that on the increasing depth and fullness and freshness of your own knowledge will depend in large measure the interest and progress of your pupils, that is, the power and success of your instruction, and accordingly your own satisfaction in your work." No man can teach a text-book to advantage who knows only that text-book. He should have such a wider view of the subject as will enable him to recast the text-

book material, adding, omitting and arranging in new perspective. For instance, Mr. Beach, in the chapter on religion of his book on China begins with the lower forms of nature worship as found at the present day. The leader may begin instead with the oldest records and develop historically.

One of the most important reasons why the leader should have a wide knowledge of the literature of the subject is that he should be able to assign references for papers to be worked up by the class. Most members will derive more benefit from this exercise than from any other, provided the work given is attractive and properly adapted to their abilities. Short, concise sketches, giving illustrative incidents, or clear discussions are easiest to handle. The chapter on the heat in India, in "The Cobra's Den," or on the fear of demons, in "Every-day Life in Korea," are types selected at random. Let the leader note all such that he finds in his reading, so that he may finally select the best out of a large number. For more mature members passages needing a sifting process or a certain amount of collation may be reserved. Many papers are failures because the material on which they were based was poor in quality, and this in turn was the case because the leader had a meagre selection from which to choose. Most of all when few books are accessible does it behoove the leader to be diligent in his search. Let him read next to collect such supplementary statements, illustrations and anecdotes as shall make the various topics clear and vivid. Many such will come of use which are not long enough to serve as basis for papers. It has been found convenient to enter references to these on the margin of the paragraph in the text-book which they illustrate. Smith's "Chinese Characteristics" is full of short passages which will make concrete the facts to be rehearsed in the

lesson. Look out especially for effective statements with which to end sessions.

Finally, there should be plenty of collateral reading which can not be brought forward in the sessions, but which may serve that chief purpose of the course, starting our members to feed themselves. The quality of fodder in the first pasture encountered will largely determine whether our sheep will graze further in that direction. Few members who attend mission study courses regard the work as merely a help to help themselves. They come to be stocked with sufficient information to last them for a long while. The responsibility rests upon the leader of seeing to it that the taste for further study is created in them; and how shall this be done except by causing them to experience that such work is attractive? Beginning in some cases with passages and chapters, accustom your members to read more than the amount demanded for class work. If you do not get them started under the pressure of the class sessions, you probably never will.

Encourage also as much reading on the general subject as possible before the sessions begin. It will be much easier to interest people on a matter about which they already know something. To members of sufficient maturity assign important sub-topics to be worked up thoroughly, with the understanding that when these topics come up, the recitation upon them will be conducted by those who have prepared them. This will be an incitement to more careful study and will distribute practice in the art of teaching.

It will later be a great relief to the leader to have maps and charts ready. As soon as it is evident what will be needed in this line, divide the work among the members as may be practicable.

In a word, let the preparation by the leader be not

merely to enable him to do the work, but to secure the most profitable work from the members. The use to which he puts his material is more important than the amount he accumulates. The task before him is no easy one, but prayer and pains will accomplish wonders.

The Time of Meeting

Time is an incompressible commodity. The problems connected with it are the most serious that the study class leader has to face. No secular teacher would be satisfied with the driblets on which mission study is expected to thrive. But there are some aims which any self-respecting class must strive after. (1) *A separate session.* Refuse to play second violin to any other meeting. Combining with a society or congregational session is a desperate expedient and should only be adopted as last resort with the proviso that the class be put in complete control. (2) *A regular session.* Those who have been obliged to discuss the date of the next meeting every time they come together are not anxious to repeat the experience. If the majority of the class can attend on a certain evening of the week, do not keep shifting it to accommodate two or three who have no control of their time. Classes have failed to start at all because absolute unanimity could not be attained on this point. (3) *A frequent session.* History records that classes have kept alive which met only once a month, but the death rate among such classes must be large. Once in two weeks is the maximum period on which insurance companies should take risks. Weekly sessions are a great improvement, and twice a week would be better yet. Time is limited; but it takes no longer to meet weekly for eight weeks than monthly for eight months, and is much more profitable. Urge your members to side-track whatever else possible for a few weeks and give the course the

right of way. Then beat the iron hot with frequent blows. (4) *A sufficiently long session.* Forty-five minutes is the minimum, unless the portion selected for discussion is quite limited. One hour appears to be the standard gauge, but the most successful classes have been those which gave an entire evening to each lesson. The best teaching calls for several ways of treating the subject matter, and these in turn demand time. Be not pressed for time. (5) *A sufficient number of sessions.* There have been study courses containing only four sessions. These were properly only samples of study courses. It is safe to predict that in proportion to the number of sessions devoted will be the amount of advantage reaped. That a text-book contains eight chapters is no reason why it must be covered in only eight lessons. The promoters of mission study have heretofore not ventured to suggest courses of a length that in many cases would be plainly impracticable, so the traditional number of sessions spent on one subject has come to be eight or ten. This represents such a tremendous advance that it would seem to be above criticism. But if willing members can be found, twenty or thirty consecutive sessions will only demonstrate more fully the depth and richness of the theme. Let experiments be made in this line. On the other hand, beware lest your requirements be more than flesh and blood can stand. Busy workers, to whom ten lessons are a pleasure, find twenty a burden. Break off before you cross the boundary line between these two states of mind. "She'll vish there wos more, and that's the great art o' letter writin'," declared Sam Weller in defence of his brief epistle, and his words have a wide-reaching application. But do not stop solely because other classes you have heard of met only eight times.

Choose an hour at which it is possible for the

entire class to be present, and then begin sharp on time, no matter how short of a quorum you may be. Any other method will only encourage dilatory attendance. Close when you agree to close. Any other method will encourage non-attendance.

A private house is usually found the most attractive meeting place. Light, ventilation and general comfort are as important as in the school room. A table at which all may sit will promote note taking.

Organization Meeting

It frequently happens that it is not possible to get a class together without the aid of the enthusiasm generated in such a meeting. Let as much as possible be decided beforehand. Determine what is to be the size limit of the class proper, and whether in addition any are to be admitted as listeners. Have the course chosen and text-books on hand for sale. Each member should own a text-book. Have one or more persons specially qualified present reasons for intellectual, practical and spiritual interest in the subject. Have this enthusiastic and strong. Take pains to secure the right man for it, even if he have to be imported from a distance. Maps and photographs will aid in stirring the imagination. Urge the futility of expecting profit without individual work, and try to secure pledges of a certain amount of study each week, also of regular attendance. In discussing the time and place of meeting, do not let politeness run away with common sense. Make up your mind as to who should be most considered and accommodate them as much as possible. It may be necessary to exclude some who wish to attend, but this should be done rather than adopt measures that seriously inconvenience your elect persons. Once more beginners are advised to be content with a few who can and will work.

When the roll is finally made up, give careful instruction as to what you want at the first recitation. It would be a great help if an order of exercises, with explanations of the scope and aim of each feature, could be multiplied and placed in the hands of each member. Such a document should at least be posted and notes taken of its principal points. Further suggestions as to the assignment of work will be made later. Finally, urge definite requests for the class in private devotions. Keep prominent the fact that the work aims not at intellectual, but at spiritual growth.

Methods of Teaching

The first question that the leader should ask is, "What is the aim of mission study?" The answer to this should determine his methods. *The aim of mission study is to influence the will and lead to action in such a way that this in the future will be self-directing, self-sustaining and self-propagating.* It is not sufficient that resolves are formed. They must be intelligent, tenacious and out-reaching. Therefore, not only must the will be thoroughly aroused, but the understanding must be enlightened and the faculties trained, so that (1) *the sense of obligation may be founded on clear and intelligent conviction;* (2) *the desire and ability be created to continue to learn;* (3) *the grasp gained qualify and impel to teach others.*

To insure (1): We must present very clearly the great facts that make missions important: Christ's command; the number unreached, their character and their possibilities; the character of their religions and resultant evils, both specific and general in the whole tone of society; the history of missions and their success, individual and social; the present problems and what they require of *us.* All this must be in proper geographical and historical setting, to give vividness and largeness of view and in it all the spiritual viewpoint must be preserved.

To insure (2): The attention and interest must be captured, often only after a long stern chase. Hammering in impressions will not be enough. The charm of learning must be practically demonstrated, and skill in acquisition developed. This demands time, close personal contact and thorough teaching.

No touch-and-go methods can hope to effect anything in this line.

To insure (3): Concentration on a few will be necessary, those whose interest, ability and spare time make it possible for them to be leaders in the future. Every effort should be made to see that these get practice requiring initiative. Training teachers is no light task, but it is one of the most profitable in which a man can engage. Follow them up after the course is over; try to get them to start for themselves and give them all the encouragement you can.

There are many who will feel that such a program is altogether beyond them. They are willing to preside over a class which gathers for mutual stimulus and benefit; they are willing to gain such an acquaintance with the text-book as shall enable them to question on its contents; they are willing to do a certain amount of collateral reading, and they trust that such efforts will be blessed of God; but they have had no experience in training others and they shrink from making the attempt. It is assuredly not the aim of this pamphlet to discourage such. But it would be ill-advised not to call their attention to the eminent value of real teaching and to explain the principles on which it is based. The main points of the following discussion have been gathered from the books mentioned in the preface. More is suggested than any one class will be able to carry out. Let each leader experiment as may be practicable, reject what is not suited to his circumstances and hold fast to that which is good.

The Ends of Teaching

We can measure our success only as we understand the aim of our work and the extent to which it has been realized. We can rightly direct our

methods only when the end is clearly in view. The teacher's aim is to help the pupil to help himself; not to do the pupil's work for him, but to train the pupil to do his own work. The good teacher finally makes himself unnecessary. The ends which he seeks to have his pupil realize are not only knowledge, but also the ability to acquire, express and use knowledge. The latter, which is frequently neglected, is the more important of the two. Even admitting that knowledge were the ultimate end, it would be better to teach how to acquire it than merely to supply it. Besides, knowledge would be of little advantage to a man unless he could express and use it. Therefore, if the minds with which he deals are not already fully developed, let the teacher make it his aim to train faculties rather than to impart facts. If the general ability of his pupils be only slightly increased, he will have achieved more than by communicating much information without such increase. White says: "The teacher's work is to lead pupils to form clear ideals of results, to teach him the best processes for attaining those results, and then to secure the necessary practice under the most inspiring guidance."

Principles of Teaching

The fundamental principle of teaching is that the pupil profits only by and in proportion to his own mental activity. If what is presented to him fails to arouse this activity, it makes no impression. Therefore the important factor in learning is not what the teacher says, but what the pupil does. To estimate this at its proper value and call forth the right kind of work is the main problem of teaching. The verbal memory may reproduce statements without a flaw, while the thinking faculties are altogether dor-

mant. The pupil may know a statement, but not the fact stated. The good teacher recognizes this and is not content until he has discovered evidence of actual thought. To think for another is much easier than to make him think, and also much less profitable. Therefore, see to it that your pupils' faculties, —acquisition, assimilation and expression,—are *exercised;* for in no other way is there salvation.

To facilitate exercise, the matter presented must be carefully adapted to the learners' capabilities. Thring quotes Augustine: "A golden key which does not fit the lock is useless; a wooden key that does is everything." The way in which the individual mind acquires must be studied. Such study demands time, but is very remunerative. It indicates different methods for primary and advanced grades. With beginners, we must be willing to omit much. We must remember that in elementary teaching narrowness precedes breadth, and superficiality, depth. You have no right to expect mental digestion of too heavy a diet. Feel that if the members of your class do not learn, it is your fault, and that you must set before each food of the proper quantity and quality. Then see that they masticate vigorously. Their work is more necessary than yours. Do nothing for them that they can economically do for themselves. Finally, be sure that their work is accompanied by adequate expression.

Different principles underlie teaching and lecturing. The lecturer deals with books; the teacher, with mind. The lecturer's main attention is devoted to his subject; the teacher's, to his pupils. The lecturer assumes that his audience comes prepared to profit by hearing his results; the teacher takes no such thing for granted. One can lecture profitably to many, but can teach only a few at a time.

The Teacher's Preparation

Something has already been said about preparatory reading on the subject. Once more let it be emphasized that the teacher's knowledge should be definite and fresh. Garfield once gave the advice: "Don't feed your pupils on cold victuals." The mastery of a subject demanded for good teaching is much more thorough than that incumbent upon the pupil. The teacher's standpoint is different and his responsibility greater. He must know his subject, his pupils and how to adapt one to the other. In this last, a duller teacher may have the consolation of being better able to sympathize with the difficulties of the class.

In beginning his work let the teacher ask himself: "What do I wish to teach in this course, in this lesson, in this part of a lesson?" Let him also face the stern question, "What can I hope to teach these particular pupils?" This will lead to the omission of much that might profitably be presented to more thoughtful classes.

It has been suggested that after mastering the subject matter of each session, the teacher should go over it again to decide just what questions to ask and of whom to ask them. With members of unequal ability the latter is important. Do not be afraid of definiteness. The "cut-and-dried" bugaboo has been paraded overmuch. Plans that are cut are not necessarily dried also. If exact preparation has slain its thousands, the lack of it has slain its tens of thousands. Besides, many corpses are accredited to the former which were actually victims to stupidity. We cheerfully admit that preparation may be so ill-adapted that it is worse than none at all, but this is no charge against well-directed foresight. Decide exactly how you will begin and how you will end. How you begin will largely determine the interest of

the class; how you end, the profit. Therefore, have in mind the end from the beginning, and to be sure of ending according to your plan, arrange to keep within the time limit.

Devise your questions with the mental activity of your pupils in view. Remember that many have little reasoning power, little power of attention and no power to master a subject thoroughly. They, therefore, need simple statements and explanations, and questions that will give them something to think about. Be concrete; stimulate the mental vision.

Finally, adhere in teaching to the plan of preparation, but let your experience in the session constantly guide your subsequent preparation.

Assigning Lessons

White says that a lesson well assigned is half mastered, and that a fair estimate of a teacher may be based on the way in which his lessons are assigned. The importance of the matter lies in the fact that text-books are rarely perfectly adapted to students. They frequently offer far too much for teaching purposes. They are crammed with facts, the perspective of which is largely ignored. They have too many general statements not understood for lack of background and local coloring. Hence the pupil needs instruction to prepare him for profitable study.

It is absolutely necessary that the teacher be familiar not only with the lesson he is just about to teach, but also with that of the succeeding session, in order that he may assign it properly. Let him try to view the matter from the pupil's standpoint. He must think of the ability of the class and of the time available for study, as well as of the nature of the lesson? What difficulties are these pupils apt

to encounter in preparing this lesson? How ought they to prepare it? It may be well to begin by showing the connection of what is to be taken up with what has preceded, and indicating the importance of the new topic in such a way as to arouse interest. Some pupils will master anything if they can only be brought to consider it worth while. Then explain most definitely what is wanted. Require careful notes taken of this. State points of most importance and of most difficulty, explaining of the latter what seems necessary. Be thorough, but not so full that the class will have nothing to do but to remember what you have said. Leave them something to discover for themselves and in particular put some questions that will require independent thought and formulation. Tell where to concentrate and what to skim or omit. Call attention to what for your purpose is bad arrangement or faulty perspective in the text-book.

Some books furnish analytical outlines. If these are not satisfactory let the teacher make some instead. They should be multiplied, if possible, and distributed a week in advance. It may be practicable to ask some or all of the members to draw up outlines of each lesson, one to be put on the blackboard each time as a basis for the recitation.

Give exact references to passages which will make more clear and vivid the matters on which you wish to lay emphasis. Omit freely, that what you assign may be mastered. Quality is more important than quantity. The text-book has not been prepared with your particular class in view, and is in as much need of altering to fit your case as would be a ready-made suit of clothes, selected at random. At the next recitation be sure to follow your assignment, else your pupils will soon neglect to follow it in preparation.

How to Study

The teacher has no more important work than to teach his pupils how to work. If he accomplishes this, he may say, *"Nunc dimittis."*

The nature of the work done by a class will be largely determined by that of the assignment of the lesson and that of the subsequent recitation. If the subject matter be adapted to their abilities, if it be made sufficiently interesting and clear to them, and if nothing but a firm grasp of it be accepted as satisfactory in the sessions, most students will do good work. By neglecting any of these conditions the teacher lessens greatly his chances of securing his pupil's co-operation. The assignment should make the right kind of work a possibility; the recitation should make it a necessity.

But there may still be much to be done in teaching pupils how best to use their time. How our time would have been saved and our efficiency increased if some one had early taught us methods of work that we have acquired only after years of experimenting! Such teaching implies close personal observation and contact, but its results are more precious than rubies. Some general suggestions to the class on how to prepare will be useful. Advise, for instance, that the notes taken at the assignment of the lesson be first read over carefully. Then go over the material in the text-book somewhat rapidly to get a general idea of it, noting its connections, important and subordinate sections, and marking those passages to which special attention has been called. More mature pupils should make this survey of the text-book before consulting the notes taken in assignment, that independent judgment may be cultivated. Go over the lesson a second time to master it, acquiring and assimilating the selected matter, reflecting upon it, formulating answers to any special questions

that have been proposed, and looking up the references given. Making an outline or abstract will also be useful, though material lends itself very differently to such a procedure and first attempts in this line may be discouraging. Special facts and statements should sometimes be copied and committed, but care should be taken that the truth itself and not the mere words in which it is set forth is the thing that is fixed in mind. In descriptions a mental picture of the situation should be formed, and in reflection rules and comments should not be made without concrete examples in the thought. Going over the lesson a third time will co-ordinate what has been learned and aid in impressing it. Some minds have difficulty in retaining clearly for more than twenty-four hours. This can finally be cured only by leaving a larger interval between preparation and the following recitation.

Encourage your pupils to converse as much as possible on the subject while the course is in session. Bain says in his essay on the "Art of Study" that to rehearse what you have read to some willing and sympathetic listener is the best way of impressing the memory and clearing the understanding. As Bacon puts it, "He waxeth wiser than himself; and that more by an hour's discourse than by a day's meditation."

Impress upon those who need it the great value of the power to acquire knowledge from books and urge them to make the course an exercise in this line. Try to teach them to use books as tools, employing each for the purpose to which it is best adapted. If they do not learn this, it is too much to hope that they will undertake individual study later.

The teacher should not be content with general instructions how to study, but should try to discover and set right the methods of work of such pupils as seem to need it. In this he must not make his assist-

ance indispensable. The pupil must learn to work independently, even if he could do so better and faster with the teacher's help. Great patience is, therefore, necessary, and improvement rather than perfection should be made the practical aim.

An error that may rob of its pleasure and value all the pupil's study is the failure to gain clear ideas at the outset of some of the fundamental terms used. This constantly crops forth even among intelligent persons. The preparation of the teacher will so familiarize him with a number of technical terms that he will probably neglect to ascertain whether or not they convey any meaning to the class. Much in a lesson on the religions of India might be unintelligible because the word *metempsychosis* was not understood; and cases far simpler than this may cause trouble. Be sure, therefore, that your pupils are not reckoning with counters of unknown value.

The Class Session

It is assumed in the following discussion that the leader has decided to teach rather than to lecture, and is seeking not the easiest but the most effective measures. Many of the suggestions here made will be applicable only to certain classes and certain lessons.

The Objects of the Session

1. To Arouse Interest.

This is logically the first purpose of the session. If the class meetings fail in this, they might as well be discontinued; for further results cannot be secured. Interest may, of course, be made too exclusively our object, but a certain amount of it is absolutely necessary as a motive power. It is a main purpose of coming together that members may be stimulated to study in a way that they could not be induced to do if approached singly.

Interest should be cultivated not only in knowing, but in thinking, expressing, working, using. The leader must burn with enthusiasm on all these phases. He must come into close personal contact with the members. He must arrange sessions that are frequent, not hurried, thoroughly prepared, animated and profitable.

In taking up the course he must ask: "What of this can I hope to make interesting to *this* class?" Especially if it is a first experience for the members will it be necessary to avoid the less attractive topics; but if these should be the most important, time should be spent in trying to arouse interest in them. The religions of non-Christian lands often constitute an uninviting theme for beginners, but if the text-

book treatment be too technical, should not be omitted, but presented in more popular form.

In treating of the organization meeting, advice has been given to take special pains in stirring up enthusiasm for the general subject. Continue this from time to time throughout the course. Wake up the members to the many-sidedness of the matter. Many a topic fails to be attractive chiefly because space in the text-book and time in the session forbids more than the baldest treatment of it. A brightly written chapter or two, read in connection outside the class, may alter the whole mental attitude of a member towards it. Let the leader remember that much that proves engaging to him on account of his greater maturity and acquired breadth of view can not hope to awaken a like response in certain members. But if the matter be well chosen, the more they read the more interested they will become.

It is to be regretted that not all text-books are fascinating. The first chapters are frequently the dullest and operate as a break-water to the interest that has been aroused. Under these circumstances particular care must be taken in the assignment to omit, rearrange and supplement in such a way that interest may be maintained. It is the leader's fault if the class lose heart from being compelled to wade through too deep mud.

It is exceedingly important that interest be excited in the special work assigned, as this is the pathway leading to further study. Much depends on the literature accessible and on the leader's familiarity with it. Select passages that will be interesting to those who work them up, and manifest as much enthusiasm as you can over the papers presented. Try to have the members feel that they are in this way making real contributions to the course. Try to have them enjoy their work.

Interest in class sessions will be aroused by means varying with lessons and with classes. In general, see that members get something at each session that they would not have gotten outside. Have something striking and (to them) original in the way of an anecdote or illustration, an explanation or broader view of things, and take great pains to have this acceptable. Try to make the remarks on selection of material and methods of study at the lesson assignment of real value. Try also to give each one a chance to contribute something. Some members will enjoy listening most, and will be quite content to let the leader occupy all the time; others will not be satisfied unless they have plenty of chances to take part.

While the leader is often not nearly so interesting to others as to himself, and may talk the class to death, perhaps a greater danger to interest comes from dull members. Answers to questions may be extracted only after a long and by no means painless process and may then be absolutely inane. Papers will be flat, too long or too hurried, and astonishingly wide of the point. Here arises the need that the leader should be well prepared on everything that is to come up. If the paper is obscure, let him add a word of explanation; if it is one-sided, let him supplement; if it is pointless, let him bring out the truth that it was intended to illustrate. Theoretically, it would be better to draw out these additions by questions, but time does not always permit. But be careful not to say more than is needed to preserve interest and continuity of thought, nor to say it in a way that will make the member feel that his work was altogether useless. Much of the wet-blanketing contributed by members may be avoided by a leader who knows their individual abilities. Lack of adaptation of the material assigned and of explicitness in the directions given are two principal causes of flat

papers. If the subject be one which it is important to have adequately treated you owe it to the class to assign it to one of your most able members. If a passage is to be read aloud, appoint a good reader. Close with what you have reason to expect to be best.

If interest were the only matter to be considered, the task would be greatly simplified. The leader and one or two star performers of the members would do the talking; the rest would listen. This is just what happens in many cases, but it is not very profitable to the silent partners. The great problem in class instruction is to see that every member is interested and every member helped. It can never be solved by following the lines of least resistance. It is usually easy to hold and help those most alert. It is not always hard merely to keep the attention of all. But how shall we prevent interest flagging while we are questioning and exercising our dull contingent? Avoid having their recitation a matter between them and the leader alone. Have them address their explanations and answers to the class and make them feel a responsibility for holding the class. In some cases, the other members may be asked to correct or supplement after they are through. Call on brighter members to explain to the duller ones. Try to create an atmosphere of mutual responsibility between members, and not only between members and leader. At the same time if success in this matter prove hard to attain, beware of sacrificing too much of the general good in the session to your desire to bring up the rear guard. Avoid letting the best members do all the reciting, or compelling the worst. Personal work outside the session should endeavor to bring the stragglers into line. Sometimes a more mature member can arrange to look after one or two of the others.

Interest sometimes lapses through sheer inattention. Direct an occasional question to stop woolgathering, or ask a member to summarize what has just been said. You will discover that a look of apparently rapt attention may screen a wandering mind.

Encourage all to take part, but have some rule by which you may throttle the garrulous or the heavy-tongued without hurting their feelings. As largely as possible, try to ask questions which those addressed would enjoy answering. Be appreciative of even clumsy efforts. If criticism is needed, it will often be less discouraging and more effective if made in private.

Note when interest needs stimulus. Inspiration is often more important than instruction, and special exercises may need to be devised from time to time to revive it.

Be alive to the spiritual interest of the class. Call for definite petitions in the session and without in private devotions. Emphasize the difference between mission study and purely intellectual forms of work. The prayers offered by the members at the opening and closing of the session will be the best indication to the leader of the extent to which spiritual interest has been awakened.

External aids to interest are not to be neglected. General comfort in the meeting place, plenty of time, a blackboard, maps, charts for presenting statistics, will all aid in securing that important factor—interest.

2. To Study the State of the Member's Mind and Supply its Needs.

There can be no successful teaching which does not build upon that which is already known. Seed thought may be showered upon a mind, but it refuses to take root and grow unless it fall on soil prepared

for it. It is a prime responsibility of the teacher, as distinguished from the lecturer, to make sure that the soil *is* prepared for that which he wishes to sow. The amount of preparation needed we are prone to over-estimate. We forget that that which is now clear to us has become so only after prolonged inspection. Its relations are so self-evident to our thoughtful gaze, that we fail to recall that we were at first entirely blind to them. Therefore, study the minds of your members that you may know what they are able to receive. As Trumbull says: "Find your scholar's level in order to get down to it."

Our main method of discovery will be questioning. This is no easy art. Let us give ourselves all the practice we can before facing our class. It also consumes much time. Let us make as much mental diagnosis as possible outside the session of those we expect to teach. In this a stranger is at a great disadvantage. Let such a one plan carefully questions that shall cast some light on the character of mind and extent of information of each member. But such questioning is not to be restricted to the first meeting. All through the course it should precede further instruction. Not only must the foundations be firm before we erect the first story, but the first story before we go on to the second. Every piece of work we do needs testing, and as our building material is crumbly in nature, inspection all the way down to the ground should be frequent. Very few persons retain what they have heard only once, even though they may understand it perfectly at the time. Moreover, a thing is not *learned* until it is seen from more than one view-point. You have learned by continued reflection; do not expect your pupils to learn by a single telling. Some courses are like filling a sieve. Everything passes through; nothing remains. It would be more profitable to spend all the time on a

single lesson. But you can mistake in requiring a chapter to be mastered exhaustively. Decide what leading facts and principles the class should hold as a basis for what is to follow and make it difficult for them to forget these. Be sure that the things they retain are thoughts, convictions, motives, and not mere words; that something has been learned, and not merely memorized. Only well-adapted questions will ascertain this.

The kind of questions asked will have much to do with the kind of preparation made to meet them. Arrange something for each member that shall be within his ability to answer. Questions that are too deep will simply discourage. Ask questions that shall require comparison and judgment rather than memory alone. For instance, "In what racial traits do the Chinese surpass us?" is better than, "Give the Chinese traits mentioned by the book." Make each one feel that he must think in order to fulfill the requirements of the recitation; that something must be learned and clearly stated. Try to question attractively. If the members enjoy this part of the session, they will take pains to prepare for it. Without previous formulation, questions are apt to be obscure, verbose, capable of other answers than those you wish to draw out, and directed at accidents rather than essentials. Going over them with a bright child will reveal other defects that we have not suspected. It is difficult to preserve the happy mean between taxing the powers of inference too severely and presenting what is too self-evident.

Fitch recommends that the teacher say as little as possible in a way that shall cause the pupils to say as much as possible, so that a listener would think of them rather than of him. He holds that much of the value of questions is lost unless they are logically connected, and gives the rule, "Question so that your

answers would be orderly, readable and a complete summary."

Put questions that call for connected statements and not mere monosyllables. Be careful, on the other hand, not to bewilder by giving too much at once. Mistakes are often made from nothing but lack of confidence. It holds attention better to ask a question before assigning the person who is to answer it. Try to have parliamentary order. Do not permit a chorus of answers every time a question is put.

The manuals on teaching mention two ways of testing knowledge,—the questioning and the topical method. In the former, the pupil responds to a series of questions; in the latter, he develops an assigned topic. The former method gives the teacher better control and is more thorough; the latter is the better test of expression and makes the pupil arrange for himself, hence requiring more thought in study. White suggests combining methods by starting a pupil on a topic and supplementing with questions as seems necessary.

Be on the lookout for what a member does not know, as well as for what he knows. Keep in mind that most persons will conceal what they do not know and will simulate a knowledge that they do not possess. It is never safe to conclude that a statement is understood merely because no further questions are asked. Examine carefully for gaps, blurs, misapprehensions, mere memorizing, failure to think, lack of perspective, lack of originality, lack of conviction. It may be a revelation to the leader once in a while without previous notice to have the class spend ten or fifteen minutes in writing an answer to some question that requires knowledge of the principal facts gone over and some thought. He will discover how little of the food furnished has been assimilated.

In supplying these deficiencies, system must be

observed. No matter how vast the need, only one thing should be attempted at a time. It will be a help to keep a note-book in which the condition and needs of each member are recorded. Treat first the complaints that are common to most members. Thring's chapter on "Run the Goose Down" is very suggestive on this point. Patient observation and correction alone will effect improvement.

Only when we have gained some knowledge of our pupils' minds are we prepared for profitable instruction, and this can be imparted only with their co-operation. More mature members, trained to habits of close attention, quick assimilation and note-taking, can make the most of extended statements by the leader, but others, though interested, will be little benefited. Prof. A. B. Hart says of the lecture method: "Only exceptional teachers, with unusual pupils, can make it profitable in secondary grades." With the mass mental co-operation can be secured in instruction by questioning better than by telling. The members will remember what they tell you far more clearly than what you tell them. Ask questions that will stimulate independent thinking and force them to formulate. They will enjoy much more what they discover for themselves than what you discover for them.

Recollect that the main aim is to lead them to exercise and to enjoy exercising their mental faculties. It will be impossible, of course, to cover anything like as much ground by the teaching process as by lecturing, but though far less seed may be sown, more of it will sprout up. Select a few important facts and principles which embody the conclusions you wish to have drawn, and then plan questions which, involving a knowledge of the text-book, will lead your class to think out these truths for themselves. Lessons which deal with the physical aspects of coun-

tries will be the most difficult, perhaps, to treat in this way. Yet, in considering India, for instance, a few facts concerning the size of the country, amount of intercommunication and nature of the seasons, will be quite enough to enable a class, if plied with a few suggestive questions, to reason out for themselves many of the causes of the great famines. Some Hindu characteristics, as a result of heredity and environment, may be brought out in the same way.

Many things it will be necessary for the leader to tell the class, but in this great care must be taken. It is much easier to talk attractively than to question attractively, and the leader, like everyone else, is apt to enjoy his own discourse more than that of others. A principal danger is that he will take up too much of the time in this way. When he does talk, let him be illustrative and concrete. Let him add, explain, reset, rearrange, but take every precaution to carry his hearers with him. Let him call for a summary of what he has said. When a topic has been so badly mangled by the members that its charm is gone, let the leader take five minutes in setting it forth in its real dignity and in teaching by inference the truth that such things are not so dull as some people make them. Let him supply the organization of material so often necessary to its understanding and retention. Let him spend his time not in adding a few more bloodless facts, but in enriching the conceptions of the facts already to hand.

Repetition, if rightly employed, is an effective means of deepening impressions. Roark quotes Matthew Arnold, that it is of value only as "consciousness permeates the work." The same process may sharpen or dull the faculties according to the way in which it is accompanied by attention. Careful repetition of language impresses language on the mind, but not necessarily thought. Only by rehearsing

thinking processes can we fix the ideas that are back of words. In most cases reviews should be frequent, but with varied view-points. Their object, as far as the leader is concerned, is to test the thoroughness of his work; for the members, to strengthen the ideas acquired and show them in new relations. Many facts can not be estimated at their true worth until seen in the light of further knowledge.

3. To Study the Members' Methods of Work and Supply Their Needs.

The need of this has already been set forth in treating "How to Study." The meeting will be the only opportunity that most leaders will have for attending to this matter, and they will make a serious mistake if they neglect it.

In an already over-crowded session, nothing but the extreme importance of this study could justify taking time for it. Let the leader's plans be systematic, so that the few minutes spent may be used to the greatest advantage.

It is necessary, first, that the problem be kept constantly before the leader's consciousness, so that all significant symptoms may be noted. Records should be kept of these, so that those most constantly recurring may be selected for treatment. Train yourself in observing everything that may throw light on your members' methods of work. Early in the course spend a few minutes in having members explain how they prepare. Those more nearly on their own mental plane may be able to profit them more than you can; therefore, call for criticisms and suggestions from other members before offering your own. Encourage all to bring forward their difficulties. Remember that they learn not through your activity, but by properly exercising their own; hence, the efficiency of their methods rather than of yours is the all-important consideration.

When some failure becomes conspicuous, try to ascertain its cause—whether it arises from laziness, misunderstanding of what was wanted, lack of time, inability to grasp on the part of the member, or from carelessness in assignment, poor instruction or failure to require on your part. Keep these causes distinct in mind, and concentrate your energy on treating one at a time.

It is the object of the remarks made at the assignment of the lesson to indicate the best way to prepare. Here you must try to forestall those failures which have caused most trouble in the past. Make sure that your prescriptions reach those for whom they are intended. Ask members to read aloud the notes they have taken. You will sometimes find that they are quite inadequate.

Harp on one string until you perceive improvement in response. Then change your key. At the end of the course you will have acquired an increased appetite for teaching. Happy they whose members have acquired a corresponding appetite for study.

4. To Train in Expression and Use.

Expression of thought is one of the best ways of fixing it in mind. Clear expression can arise only from clear thinking, and is a stimulant to further thought. Hold before your class the value of clearness and effectiveness of statement. Quote Hart: "It is of vast importance to be able to put information into a shape useful to another person."

Urge them, first, to be sure that the ideas that underlie what they wish to express are clear. If a term or a principle be only half understood, it can not be effectively used in expression. One of the best ways of ascertaining this is in conversation. Let them try to interest some one in the subject they have in mind. Any haziness of thought is almost sure to

be revealed, and not improbably will be dispelled. It will be very profitable to formulate in writing the points they wish to bring out, and to consider their most effective arrangement. Otherwise attractive speakers often fail to leave any impression because they trust to abundance of material and fluency of speech to the neglect of careful formulation of conclusions and logical order in presentation.

What is now needed is practice. Treat this as a serious matter. Give them the floor; make them feel that something depends on them; have them address the class and try to hold it; be as appreciative as possible. Encourage those who can do so at all acceptably to utilize their preparation in the church or young people's prayer meeting, and in arousing interest in missions among their acquaintances. At the end of the course, it may be well to arrange to have the class take charge of an entire prayer meeting session, presenting what they learned in their work.

For each recitation have two or three members prepare papers on phases of the lesson. This is one of the most important features of the course, as it necessitates the use of other sources than the textbook and thus deepens impressions and quickens interest. The care needed in selecting both topic and references has already been commented upon. Some members will require a very simple and compact treatment; others will be able to use more than one source. The latter method is more interesting and profitable for minds sufficiently mature to employ it. Especially in this case will it be well to assign the subjects to be treated two or three weeks in advance. Always give exact references, and either furnish the books needed or be sure that they are easily accessible. So many misunderstandings are apt to arise in regard to what is to be done, even where notes are taken, that written instructions are desirable. At the least,

write on a slip the subject of the paper to be prepared, the references by page and the time limit, adding a suggestion or two as to points especially to be emphasized. The writer has found it of advantage to have slips printed, as follows:

Subject of Session.....
References .....
Subject for Paper.....
References .....

Please prepare a paper or talk on the special subject assigned. Keep in mind the general subject matter of the session and try to illustrate and supplement it. Have a *definite object* for your paper. Select one or more points that you would like to have the others carry away with them and concentrate on these, being careful not to try to cover more points than you can illustrate and enforce. If your paper is descriptive, omit everything unessential that you may bring out with vividness and detail the point of the story. Do not hesitate to read from the reference book short and concisely worded extracts. Try to feel and show enthusiasm in your subject. *Pray that the object of your paper may be attained.*

Not over ——— minutes.
Make the most of your time.

More simple instructions might be better for younger members, and for many it would be well to indicate the object of the paper and points to be made. If the principal fault of members is lack of definite-

ness, they may be asked to prepare according to an outline somewhat as follows:

Thesis:

First point (state, illustrate and answer objections).

Second point (treat in same manner).

Conclusion.

The outline will, of course, vary with the topic assigned. Though such a form may appear rigid, there are many cases in which it could be used with most salutary effect.

An addition that might well be made to the instruction slip given above is: State exactly where you found the most interesting treatment of your subject, and advertise it in such a way that others may be impelled to read it.

Shall we ask members to read papers or talk off-hand in presenting these topics? The advantages of papers are that they are more apt to be concise, to the point, and within time limit, that their language will probably be choicer and their delivery more free from hesitation. Their disadvantages are often a bookish style, material simply copied, and a poor delivery, owing to the attention being absorbed in the paper. The struggles with illegible or badly shuffled manuscript are sometimes painful. If you ask for papers, ask also for fluent and effective reading. The advantages of off-hand talks are that they give the speaker a chance to look his audience in the eye and command their attention; that they are more colloquial and more animated. When they are bad, they are horrid. Their disadvantages are often hesitation, embarrassment, wandering, leaving out connection, pointlessness and running over time. Unless members have had some experience in off-hand speaking, papers will be far safer. If you suggest talks, suggest also careful preparation, a full, written outline in which

the points are formulated and arranged, conversation on the subject and practice within time limit.

No one who has not experienced it can realize the inward dismay of a leader who has assigned a subject that ought to form a climax, has given choice references and careful instructions, and who is rewarded with the worst sort of an anti-climax. The mumbled jumble that sometimes results is scarcely so exasperating as the fluent sketch that brings distracting trivialities into bold relief and entirely omits everything essential. The way in which the leader should endeavor to save something out of the wreck has already been treated.

A good average length for papers or talks is five minutes. In less time than this a speaker can hardly obtain headway. Unless the paper is a brilliant success, the leader will probably be glad that he did not assign more. If three minute papers are appointed, as will often be best with beginners, take care to specify that only a single point be attempted.

It will call forth greater effort in the presentation of these subjects if some other member be asked before the delivery of each to note the principal points made and give a brief summary at the next session.

The review of an entire book, or of a series of magazine articles bearing on the lesson, will prove an attractive feature, if well done. Never submit such extended material to one who does not understand the art of condensation.

5. To Inspire Action.

Our aim in teaching such a subject must be for definite convictions, resolves and action on the part of each member of the class. Try to have each one face his responsibility for Foreign Missions. With some, the greater issues will be settled first, and the lesser comprehended; others will be led from fidelity in that

which is least. Impress the duty of reading and studying systematically, so as to feed themselves and others. Urge that every use be made of what has been gained in influencing those about them. Encourage those qualified to study teaching and to lead classes themselves.

Urge the importance of systematic prayer. Have members take down special impressions and pray over them. Make every effort to have them commit themselves from time to time to some definite resolve. This may be the chance of your life and theirs to secure results from them. Whenever a member betrays special interest in some phase, follow the matter up and make the most of it. Exercise the class in inducing from facts principles leading to action. Ask them to formulate in writing some conviction and resolve after preparing each lesson.

Have objects to be realized for each member which you present in your own private petitions. Be importunate in prayer until results are attained.

Features of the Session

In considering the possibility of any one feature of the session, there comes a temptation to overload it in the desire to accomplish great things. It is better at first to err in the other direction. By trying too much in the way of plans or material you will either weary your class or develop superficiality.

It has been recommended that a slip containing the order of exercises, with explanations of the scope and aim of each feature, should be multiplied and given to each member. If the heads are numbered, variety may be secured, by announcing omission or subordination of certain of them at the next session, and concentration upon others. The subject matter of the lesson will often suggest this. The demand

for variety is often only another way of intimating that the work already done has been poor. Not change, but improved quality of the old methods, is the real remedy. If a class has been regaled chiefly with rote recitations, it is not surprising that they long for a different diet. But when sound methods have been adopted, put your strength into filling them with rich content. Eight or ten sessions will not exhaust them, and they will obtain much better results than fancy exercises.

Select beforehand the scripture passage to be read at the opening of the session, choosing only so much as will bring out a single thought. Notify in advance the one to be called on to lead in prayer. Note the recommendation of the Epworth League suggestions to the leader: "In the opening and closing prayers seek to develop the habit of definite intercession. In prayer, brevity is no fault, but lack of reality is."

Before taking up the advance lesson, spend a few minutes in reviewing. This may be treated in various ways. You may ask someone to prepare a brief resumé of the previous lesson, or a more condensed outline of the course from the beginning. Secure condensation by allowing so many minutes for its presentation; perspective, by restricting the number of points to be mentioned; and content, by requiring principles and conclusions, rather than facts and headings. Make an invariable rule in every exercise of the session to let the axe fall at the expiration of the time limit, and apply this rule to yourself with the same strictness as to others. While the review of a single lesson will permit a fuller treatment, in homogeneous courses summing up from the beginning is better. As the number of chapters to be gone over increases, less important matters must be omitted until the summary consists of only the most essential points. The exer-

cise in selection will be a useful one, and will fix what most deserves to be permanent.

Ask members to record what most impressed them in each session, and call for these impressions at the next meeting. This will lead to the formulation of thought often of much greater personal value than that contained in an outline. A review of the papers presented at the previous session has been mentioned above.

Let the leader stir all this up by putting a few questions where they will do most good, and by adding a suggestion or two as seems necessary.

In teaching the lesson assigned, do not get so absorbed in your subject that you forget your object. In studying the state of mind and methods of work of the members, be systematic. Determine beforehand just what you wish to do in this line. Select carefully a few points that you wish to impress, and help the class intelligently to appropriate these. Test and drill in the facts that ought to be memorized, but lay most weight upon questions requiring reflection, and see that they do some thinking in the class, even if they have neglected it outside. If you question regarding methods of work, confine yourself to a single subject, e. g., how they study the text-book, what they find most difficult in preparation, or how they work up papers, and concentrate on two or three members. Keep constant watch of the flight of time. Be not ruffled, if much in the text-book is not touched upon. It is very annoying to be obliged to treat only fragments of a subject, but it is what is learned that counts, not what is gone over, and your class, as a whole, could not hope to learn more than fragments. Deny yourself the luxury of having a good time with your prize pupils while the rest endeavor in vain to keep up with you.

The papers should be introduced where most ap-

propriate. Be alive to the fair probability that they will not be fascinatingly interesting, and do not make them the closing feature. In an hour session, it is usually best to have not more than two five-minute papers.

It has been recommended above that special topics be assigned to qualified members to be worked up thoroughly with the understanding that they shall teach them to the class. Try to have one of these exercises at each session, but have them brief, as they may sometimes be dull. Give the class over to the complete control of the one appointed. Make it clear that you desire an attempt at real teaching, and not mere hearing of the text-book. You may discover and develop ability that will lead many classes in the future.

Reserve a few minutes at the close of the session for a final impression of principles and convictions. Try to fulfill your aim of inspiring to resolve and action.

The assignment of the next lesson may be made either at the beginning of the meeting or at its close. The former is safer, as so important a matter must not be hurried. If the character of each feature of the session has been set forth clearly once for all in writing, the appointment of those who are to take special part will be sufficient. It would be intolerable to waste the time of the class in explaining verbally every week just what is wanted. As much as possible of what is intended only for individuals should be done outside of the meeting. It will take only a moment to write what is required on a slip of paper to be handed to the proper person. Always include the date of performance. Give as little chance as possible to the total depravity of things animate and inanimate to spoil your lesson. Such matters as preparation for teaching, map and chart making and

the more important papers should be assigned more than a week in advance.

The way in which to treat the text-book material for the coming session has been explained under the head of "Assigning Lessons." No previous advice can anticipate all that experience will suggest in making this efficient.

With all these desirable features, short and hurried sessions seem like a farce. Consider what you may hope to do in the time at your disposal. Determine in advance how many minutes to allow to each exercise, and follow your schedule closely.

A suggested schedule for a session of one hour is as follows:

1. Brief scripture passage and brief prayer, three minutes.

2. Assignment of next lesson, five minutes.

3. Review, including brief outline, special impressions, and questions by leader to make these definite, ten minutes.

4. Teaching advance lesson, fifteen minutes.

5. Papers (to be introduced where most appropriate), ten minutes.

6. Section taught by member, eight minutes.

7. Closing impressions, three minutes.

8. Closing prayer, three minutes.

The only hope of carrying out such a schedule is in through preparation by the leader of every point, so that there will be no hesitation, but immediate breaking off one subject and attacking the next; in equally thorough understanding of the order and aim of events by those who are to participate; in training of all to plunge at once *in medias res;* in attending to individual matters outside the session; in attempting only essentials under each head; in an unrelaxing

grip by the leader. In planning, you should know exactly how much time you can depend upon, and then allow a few minutes to cover the inevitable waste.

The chief difficulties will probably be the distraction of the leader's thought from the class and subject to the program and clock, the loss of time between exercises, and the inability to compress adequate treatment into allotments so brief. Study and practice are the only remedies for these ills.

In a forty-five minute session, No. 6 and one paper from No. 5 should be omitted. With some classes, No. 6 will be impracticable. If the whole evening is spent on the lesson, the features can all be given more profitable treatment.

Redistribute time according to the needs revealed by experience. Do not abandon a plan until you are convinced that its unsuitableness and not your lack of facility in using it is the cause of its failure.

Much good might be done by an occasional inspiring talk, discussion or debate. Try to arrange an extra session or two for such exercises, rather than omit the teaching and review of essential chapters of the text-book.

Accessories

Ask the class to record clearly in note-books:

1. The general instructions as to the various features and how to prepare for them, the order and method of the recitation,—if these are not multiplied and distributed.

2. The assignment of the lesson, including the subject and main divisions, references by page, notes on concentration and omission.

3. Suggestions made as to individual method of work.

4. Special impressions. Take pains in formulating these and in drawing conclusions.

5. Abstracts or quotations from books read.

6. What is put on the blackboard.

Keep these in different note-books or parts of note-book, and touch up into usable form.

Use a blackboard for outlines that you wish copied or followed in recitation, for statistics, key dates or events, for references and for spelling strange names.

Printed or hektographed matter could be used to great advantage. The general suggestions just mentioned above, suggestions as to the preparation of papers, lists of references for collateral reading with brief characterizations, would all be of great value. The central offices which have supplied suggestions for leaders may soon do something for us in these lines also.

Difficulties

Most of the difficulties apt to be encountered in leading a study class have been alluded to incidentally. Emphasis will here be laid upon a few.

How to secure members is the first question. Its most hopeful solution lies in persistent personal work. Hand-picking enables selection of what you want and increases the chance that you will get it. Be satisfied to begin with a very few.

Failure to take time for preparation is perhaps the most conspicuous difficulty. On the part of the leader this frequently arises from failure to realize the amount and variety of preparation needed. More sessions have been wrecked by this than by any other one cause. On the part of the members, it usually means lack of interest. The means of arousing this have been discussed at length. Try to pledge members at the organization meeting to give a definite amount of time each week. Never coax members to join with the assurance that work is not necessary. Admit listeners, if you choose, but let them know that if any man will not work, neither shall he profit. When members turn up, as they undoubtedly will, without having looked at or thought of the lesson since the last meeting, it will make more impression on them if they are treated entirely as listeners. But urge them to attend, whether they have prepared or not; otherwise, their interest will wane.

Absence or failure to prepare on the part of a member to whom special work has been assigned is embarrassing inversely as the amount of the leader's preparation. Ask to be notified if such a contingency can be foreseen.

A lack of response from the class may arise from

mental stagnation; or from lack of knowledge necessary to appreciate the special subject. In the latter case, it would pay to hold a meeting or two to supply this need. Some day, when the department has been well organized, we may be able to demand as entrance requirements the reading of three or four books treating the fundamental principles of Missions.

A serious problem may be met in the persons of a few members who are unable to keep pace with the class. It will usually be best to consult the greatest good of the greatest number. Do not, however, neglect the stragglers, but give them as much attention as you feel you can spare. You cannot expect them to get as much out of the course as those with superior faculties, but you owe them stimulus and training.

Misunderstandings may altogether invalidate the force of the leader's directions until he discovers that his statements have been quite beyond the range of the members' ability in taking notes. College graduates are apt to forget their own clumsy first efforts in this line.

Irrelevant discussion must be courteously checked as soon as it becomes evident that it is irrelevant.

Finally, all may seem to go well, our machinery may run with the utmost smoothness, and yet no results appear. This may be for lack of prayer, of definite desires and requests. We may be too cumbered with much serving. Our great need after all is power. Let us see that we are in constant communication with the Source of power.

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